



DISTRICT OF COLUMBIA

OFFICE OF THE STATE SUPERINTENDENT OF

**EDUCATION**

**OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION (OSSE)**

**REQUEST FOR APPLICATIONS (RFA)**

**QUALITY FACILITATORS FOR THE ENHANCED QUALITY RATING AND IMPROVEMENT SYSTEM (QRIS)**

**Announcement Date:**

Aug. 10, 2016 (12 p.m.)

**Application Submission Deadline:**

Sept. 9, 2016 (3 p.m.)

**LATE OR INCOMPLETE APPLICATIONS WILL NOT BE REVIEWED OR CONSIDERED FOR AN AWARD**

## TABLE OF CONTENTS

	Page
<b>SECTION I: GENERAL INFORMATION</b>	<b>3</b>
1.1 Introduction .....	3
1.2 Purpose of Funds .....	3
1.3 Source of Funds .....	4
1.4 Grant Award Requirements .....	4
1.5 Award Period .....	6
1.6 Funds Available .....	6
1.7 Eligibility .....	7
1.8 Permissible Use of Grant Funds .....	7
 <b>SECTION II: SUBMISSION OF APPLICATION</b>	 <b>7</b>
2.1 Release for Application .....	7
2.2 Pre-Application Meeting .....	7
2.3 Submission of Application .....	7
2.4 Application Deadline .....	7
2.5 Award Announcement .....	7
2.6 OSSE Contact Information .....	7
 <b>SECTION III: APPLICATION CONTENT/SCORING AND REVIEW PANEL</b>	 <b>8</b>
3.1 Description of Application Sections and Scoring Points .....	8
Executive Summary .....	8
A. Information about the Organization .....	8
B. Implementation and Monitoring .....	8
C. Financial Management and Proposed Budget .....	9
3.2 Review Panel .....	9
 <b>SECTION IV: GENERAL PROVISIONS</b>	 <b>10</b>
4.1 Monitoring and Reporting .....	10
4.2 Certificate of Good Standing .....	10
4.3 D.C. Obligations .....	10
4.4 Document Retention .....	10
4.5 Audits .....	10
4.6 W-9 .....	10
4.7 Conflict of Interest .....	10
4.8 Compliance with Individuals with Disabilities Education Act (IDEA) .....	11
 <b>SECTION V: ATTACHMENTS</b>	 <b>12</b>
Attachment A: Grant Budget and Narrative Justification Template .....	12
Attachment B: Work Plan Template .....	13
Attachment C: Attestation of Priority Areas .....	14
Attachment D: Assurances .....	15
Attachment E: Applicant Acknowledgment of Compliance with Applicable District and Federal Status and Regulations .....	17

## **SECTION I: GENERAL INFORMATION**

### **1.1 Introduction**

The Division of Early Learning (DEL) within the District of Columbia's Office of the State Superintendent of Education (OSSE) has worked to develop a common approach to assessing the quality of all programs serving children birth to school entry, and align a quality improvement approach that concentrates resources for improvement where it is most needed with an enhanced quality rating and improvement system (QRIS).

OSSE DEL is soliciting applications for Quality Facilitators for the enhanced QRIS in the District of Columbia (the District). The enhanced QRIS is a systemic approach to assess, improve, and communicate the level of quality in early care and education programs. Similar to rating systems for other service-related industries, QRIS provides quality improvement supports and publishes quality indicators of early care and education programs that meet a set of defined program standards: effective learning environment, attendance, curriculum, and child progress monitoring. Licensed child development facilities and DC Public Schools will participate in the QRIS and embark on a path of continuous quality improvement (CQI), moving from four levels of quality: Licensed/Elementary School, Progressing, Quality, to a High-Quality rating.

A QRIS has meaning when compliance to the quality standards results in improved practice. Quality Facilitators will provide between three to eight hours a month of targeted technical assistance, professional development, tiered supports, and individualized coaching to licensed child development centers, homes, and DC Public Schools based on their quality rating.

### **1.2 Purpose of Funds**

The Quality Facilitator is one of the most important roles in the QRIS. The Quality Facilitator assigned to the program or school will work alongside the program director, principal, curriculum specialist, or designated on-site administrator (OSA) to offer ongoing guidance and support through regular visits, communication, and assistance. While the OSA ultimately manages the program's improvement and progress in the QRIS, the Quality Facilitator will bring additional expertise to the program practice and support the work of meeting quality goals.

The purpose of the Quality Facilitator is to provide support and implement a research-based coaching model to promote high-quality early care and education in the District. These supports include, but are not limited to:

- Work alongside center/school leadership to develop and implement an annual CQI Plan that includes measurable goals, strategies, and timelines to benchmark progress, and will be involved in in-depth and on-going analyses of programs.
- Assist the OSA with improving the overall learning environment of the program. The Quality Facilitator will support program leadership knowledge of assessment tools and assist in the quality improvement planning and implementation.
- Provide technical assistance, professional development, consultation, and coaching to program leadership on how to use program data and implement high-quality evidence-based early childhood practices.

### **1.3 Source of Funds**

The funds are being made available solely through the U.S. Department of Health and Human Services (HHS), Administration for Children and Families (ACF), and Child Care and Development Fund (CCDF) through the Child Care and Development Block Grant Act of 2014, effective November 19, 2014 ((P.L. 113-186; 42 U.S.C. 9858 *et seq.*) (2012 Repl. and 2015 Supp.)). Grantees will be subject to requirements set forth in federal statutes and any accompanying regulations. OSSE maintains the right to adjust the grant award and amount based on funding availability.

### **1.4 Grant Award Requirements**

OSSE will make the funds available through a competitive process for “eligible organizations” that propose a substantive research-based coaching model implemented by Quality Facilitators. An eligible organization, or a consortium of organizations, must have Quality Facilitators who are experienced and accomplished early childhood practitioners, and can address the professional needs of the District’s early childhood professionals. The organization(s) must employ a variety of strategies that link providers to a research-based coaching model that build the capacity of the District to deliver quality early care and education for all children. OSSE strongly encourages collaborative proposals that meet the scope of work outlined in the proposal.

Applicants must demonstrate an ability to establish and sustain the following components:

#### **1.) Quality Facilitator Criteria**

Each Quality Facilitator must meet the following criteria:

- a.) Possess a Bachelor of Arts degree in Early Childhood Education or a related degree
- b.) Successfully pass required background checks
- c.) Native or near native English proficiency required
- d.) Advanced written and spoken proficiency in Spanish preferred
- e.) Possess a current and valid driver’s license, automobile insurance, and access to a reliable automobile
- f.) Demonstrated ability to translate training into practice
- g.) Demonstrated knowledge of child care licensing policies, knowledge of child development, and developmentally-appropriate practice in early childhood education
- h.) Have knowledge of adult learning theories
- i.) Have at least three years of early childhood coaching experience building positive relationships with school and program leadership representing a variety of programs – center-based organizations, family child care homes, and public and charter schools
- j.) Demonstrated commitment to diversity, cultural relevancy, and inclusion
- k.) Familiarity with Head Start Performance Standards
- l.) Have a strong understanding of the District of Columbia Common Core Early Learning Standards
- m.) Familiarity with national accrediting bodies such as the National Association for the Education of Young Children (NAEYC)
- n.) Be trained and reliable using the Classroom Assessment Scoring System (CLASS) for Pre-Kindergarten

- o.) Be trained and reliable on the ITERS-R and the FCCERS-R
- p.) Ability to maintain timely documentation and data entry into online application and other computer software
- q.) Demonstrate excellent written and verbal communication skills, observation, and listening skills
- r.) Be available to receive ongoing training to ensure proper implementation of the CQI process
- s.) Be willing and able to provide ongoing targeted supports through technical assistance and a research-based coaching model (between three and eight hours of on-site support to each facility based on assessments)
- t.) There should be a total of 12 Quality Facilitators. Each Quality Facilitator must maintain and manage a caseload of approximately eight to nine programs/schools.

## **2.) Targeted Supports for Early Care and Education Leaders**

The QRIS emphasizes the importance of relationships between teachers and children; therefore Quality Facilitators make every effort to cultivate positive connections with programs and schools. Quality Facilitators will make it a priority to respect each program and school's practices and culture to create trusting relationships with an emphasis on confidentiality.

The Quality Facilitator will help connect OSA to resources and services that enhance their skills, knowledge, and competencies in early childhood development. The specific responsibilities of the Quality Facilitator include, but may not be limited to:

- a.) Development and Implementation of the CQI Plan
  - The CQI is an ongoing process, an important lever to improving the quality rating, and is central to the QRIS philosophy. Therefore, the development and implementation of the CQI Plan is required for all programs.
  - The CQI Plan is driven by individual programs, and supported by their assigned Quality Facilitator. The Quality Facilitator will assist the OSA in the development and implementation of the CQI Plan, and will document the outcomes of each coaching session/site visit in the online application.
  - Once the goals and action plans are created, the Quality Facilitator will meet with the OSA, as appropriate, to strategize together about supports needed to best meet the program improvement needs.
- b.) Individualized Ongoing Coaching Service Model
  - The Quality Facilitator will implement an individualized coaching service model, providing OSA with coaching sessions totaling between three and eight hours each month.
  - The Quality Facilitator will use a research-based coaching model (e.g., peer coaching, cognitive coaching, subject-specific coaching, practice-based coaching) that focuses on promoting reflective practice, co-developing strategies, and positive interactions that lead to sustainable change.
  - The Quality Facilitator will work with the OSA to schedule regular visits based on the needs of the program. Site visits may include meeting with the OSA for planning, co-leading classroom observations and providing meaningful feedback to teachers, or professional development related to the use of classroom data (e.g., CLASS,

ITERS-R, FCCERS-R) for quality improvement purposes, and other areas related to early childhood.

c.) Technical Assistance

- The Quality Facilitator will provide culturally-relevant and inclusive technical assistance in person or via phone and email to build capacity around various domains including early learning topics and use of technology. Technical assistance may be provided individually or in group settings.
- Schools and programs that need support in planning and implementing components in each of the quality standards – effective learning environment, attendance, curriculum and child progress monitoring, professional development, and family engagement – will receive tiered technical assistance through a CQI Plan.

d.) Professional Development

- The Quality Facilitators will support the professional development of their OSA cohort, by creating and facilitating intentional and interactive trainings focused on relevant and timely topics.
- The Quality Facilitator will provide quarterly Community of Practice (CoP) to share ideas, gather feedback, and compile best practices in early childhood education.
- The Quality Facilitator will connect the programs/schools to existing professional development offerings and available specialized resources (e.g., Child Care Resource and Referral, DCPS Early Stages, OSSE professional development, etc.).

### **3.) Ongoing Collaboration with DEL Units**

The Quality Facilitators will create and maintain collaborative relationships with the units in the Division of Early Learning, especially the Quality Initiatives Unit, to continually evaluate the effectiveness of the CQI, and use data to drive decision making and better inform where investments need to be made to improve quality across the District's early care and education system. OSSE DEL will hold administrative-level monthly meetings, at a minimum, to ensure that all parties are kept abreast of the progress of the work and the deliverables associated with this grant. These monthly meetings will also be used to analyze data pertinent to this grant. Quality Facilitators will also attend OSSE-related trainings (e.g., LEA Institute) and webinars related to QRIS or CQI.

### **1.5 Award Period**

All grants under this RFA will be three-year awards, beginning on Oct. 1, 2016 and ending on Sept. 30, 2019, contingent upon availability of funds. Each budget period will be one year, with the first period beginning Oct. 1, 2016 and ending Sept. 30, 2017.

### **1.6 Funds Available**

The total funding available for this award is \$900,000. OSSE intends to award one grant from this RFA.

## **1.7 Eligibility**

OSSE will accept applications from eligible applicants, to include public agencies, not-for-profit, for-profit, and faith-based organizations. Applicants must meet the aforementioned grant award requirements to be eligible for this application.

## **1.8 Permissible Use of Grant Funds**

Grant funds shall only be used to support activities delineated in the grant award requirements, and the Grant Budget and Narrative Justification Template (Attachment A) included in the Applicant's submission.

# **SECTION II: SUBMISSION OF APPLICATION**

## **2.1 Release for Application**

The release date of the RFA is Aug. 10, 2016 (12 p.m.). The RFA is available through the Enterprise Grants Management System (EGMS).

## **2.2 Pre-Application Meeting**

The pre-application meeting will be held on Aug. 17, 2016 at OSSE (810 First St. NE, Third floor, Grand Hall A) from 10 a.m.-12 p.m. To attend the pre-application meeting, please RSVP to [Tara.Dewan-czarnecki@dc.gov](mailto:Tara.Dewan-czarnecki@dc.gov) by Aug. 15, 2016. Interested applicants are encouraged to participate in the pre-application meeting.

## **2.3 Submission of Application**

The application will be submitted using the Enterprise Grants Management System (EGMS). A completed application with attachments is required upon submission. OSSE will not forward incomplete applications to the review panel.

## **2.4 Application Deadline**

Applications are due no later than Sept. 9, 2016 (3 p.m.). Applications must be submitted through EGMS. Late applications will not be accepted.

## **2.5 Award Announcement**

OSSE expects to notify applicants of their award status on Sept. 23, 2016.

## **2.6 OSSE Contact Information**

Applicants are advised that the authorized contact person for matters concerning this RFA is:

Tara Dewan-Czarnecki

Program Manager  
Office of the State Superintendent of Education  
Division of Early Learning  
Phone: (202) 741-7637  
[Tara.Dewan-czarnecki@dc.gov](mailto:Tara.Dewan-czarnecki@dc.gov)

### **SECTION III: APPLICATION CONTENT/SCORING AND REVIEW PANEL**

#### **3.1 Description of Application Sections and Scoring Points**

The purpose and content of each section is described below. Applicants should include all information necessary to adequately describe the proposed project. The scoring of the application is based on a 100-point scale.

##### **Executive Summary**

- ☐ **Overview:** Briefly describe the plans to use the grant funds to implement a research-based coaching model led by Quality Facilitators that will support OSAs promote high quality early care and education in DC.

##### **A. Information about the Organization (Maximum: 10 points)**

- ☐ **Mission and Vision (5 points):** Provide a mission and vision statement of the organization to demonstrate how the organization will address the requirements of this grant. The mission statement should clearly articulate the organization's overall philosophy of the coaching models to support the continuous quality improvement of programs and schools.
- ☐ **Goals (5 points):** List the organization's three overarching goals in relation to the Quality Facilitators as an organized system of support to the OSAs and early childhood workforce. Goals should be S.M.A.R.T. (specific, measurable, achievable, results-focused, and time-bound).

##### **B. Implementation and Monitoring (Maximum: 70 points)**

- ☐ **Quality Facilitator Criteria (10 points):** Describe how your organization intends to adhere to the minimum requirements/criteria for Quality Facilitators. Please also describe the organization's plan to recruit, train, and retain high-quality Facilitators.
- ☐ **Building Positive Relationships with Early Care and Education Leaders (10 points):** Describe how your organization will build positive and effective relationships with a diverse set of early care and education leaders with varying understanding and experience in early childhood education.
- ☐ **Targeted Supports for Early Care and Education Leaders (10 points):** Describe how your organization will facilitate the development and implementation of the CQI Plan, individualized coaching service model, technical assistance, and professional development to OSA.



- ☐ **Content Knowledge and Facilitating Professional Development (10 points):** Create an outline for an original and interactive training provided to family child care providers, child development center leaders, and school principals on building oral language with children birth to age five.
- ☐ **Ongoing Collaboration with DEL Units (10 points):** Describe how your organization will foster and maintain collaborative relationships with the DEL units to continually evaluate the effectiveness of the CQI Plan, and use data to drive decision-making.
- ☐ **Data Collection (10 points):** Describe how data will be collected to assess and evaluate the implementation of the grant requirements on a regular basis. Include data collection methodology, and frequency.
- ☐ **Ongoing Evaluation (5 points):** Describe the evaluation plan to regularly assess the outcomes of the coaching service model and the supports provided to the OSA.
- ☐ **Development of Work Plan (5 points):** Using the Work Plan Template (Attachment B), list the critical milestones/tasks, staff responsible for the implementation of the milestones/tasks, and approximate timeline needed to address the requirements of this grant.

#### **C. Financial Management and Proposed Budget (Maximum: 20 points)**

- ☐ **Financial Management (10 points):** Describe the financial management and internal accounting procedures that will be used to ensure proper financial management, including the fiscal controls designed for accountability. The applicant must agree to maintain its financial records in accordance with generally accepted accounting principles (as defined by the American Institute of Certified Public Accountants).
- ☐ **Proposed Budget (10 points):** Using the Grant Budget and Narrative Justification Template (Attachment A), provide a proposed budget and narrative description of the use of grant funds to address the requirements of this grant.

### **3.2. Review Panel**

Applications that meet all eligibility and application requirements will be evaluated, scored, and rated by an OSSE designated review panel.

OSSE will use external peer reviewers to review and score the applications received for this RFA. External peer reviewers may include employees of the District of Columbia government who are not employed by OSSE. An external peer reviewer is an expert in the field or the subject matter. The final decision to fund applicants rests solely with OSSE. After reviewing the recommendations of the review panel and any other relevant information, OSSE shall decide which applicant to fund.

## **SECTION IV: GENERAL PROVISIONS**

### **4.1 Monitoring and Reporting**

OSSE will utilize several monitoring strategies including, but not limited to, site visits, collection of performance data, and review of financial reports. All information in monitoring reports will be subject to verification, and OSSE may require additional information from the grantee. Additionally, OSSE reserves the right to request, and be provided with additional information, such as financial records, supporting documents, data and statistical records, and all records pertinent to this award at any time during the grant award life.

### **4.2 Certificate of Good Standing**

Each applicant must submit a Certificate of Good Standing from the DC Department of Consumer and Regulatory Affairs, as applicable. The Certificate must be current (issued within 60 days of the application submission).

### **4.3 D.C. Obligations**

Each applicant must submit a notarized statement verifying that it is current on all obligations outstanding to any District of Columbia government agency.

### **4.4 Document Retention**

Recipients of these funds are required to maintain complete documentation of grant activities including financial records, supporting documents, statistical records, and all other records pertinent to this award for a period of three years from the end date of the grant period to ensure that such documentation is available to authorized entities for review upon request.

### **4.5 Audits**

At any time before final payment and up to three years thereafter, OSSE and other respective jurisdictional administrative agencies of the District of Columbia may audit the applicant's expenditure statements and source documents.

### **4.6 W-9**

Each applicant shall submit a completed W-9 form. If the applicant has submitted an updated W-9 to OSSE within the past year, the applicant shall provide the date of this submission.

### **4.7 Conflict of Interest**

Grantees must avoid apparent and actual conflicts of interest when administering grants. Department of Education Regulation 34 CFR 75.525(a) prohibits a person from participating in an administrative decision regarding a project if (a) the decision is likely to benefit that person or his or her immediate family member; and (b) the person is a public official or has a family or business relationship with the grantee. 34 CFR 75.525(b) provides further that a person may not participate in a project to use his or

her position for a purpose that is – or gives the appearance of being – motivated by a desire for a private financial gain for that person or for others.

#### **4.8 Compliance with Individuals with Disabilities Education Act (IDEA)**

Programs and services must comply with IDEA.

#### **SECTION V: ATTACHMENTS**

Attachment A: Grant Budget and Narrative Justification Template

Attachment B: Work Plan Template

Attachment C: Attestation of Priority Areas

Attachment D: Assurances

Attachment E: Applicant Acknowledgement of Compliance with Applicable District and Federal Status and Regulations

Other Attachments: Certificate of Good Standing

Completed W-9 form. If the applicant has submitted an updated W-9 to OSSE within the past year, the applicant shall provide the date of this submission.

Resumes and/or Qualifications of Key Staff

**LATE OR INCOMPLETE APPLICATIONS WILL NOT BE REVIEWED OR CONSIDERED FOR AN AWARD**

**Attachment A: Grant Budget and Narrative Justification Template**

<b>Description</b>		<b>Justification</b>
<b>Personnel</b> (include number)		(Include name and position of all staff members, /number of staff/staff qualification below)
<b>Salary</b>	Total Amount: \$	(Include formula for determining salary – e.g., hourly rate)
<b>Benefits</b>	Total Amount: \$	(Include formula for determining benefits – e.g., percent of salary)
<b>Personnel Travel</b>	Total Amount: \$	(Include justification for need of travel)
<b>Supplies</b> (list types and amounts)	Total Amount: \$	(Include justification for need of supplies)
<b>Equipment</b> (list types and amounts)	Total Amount: \$	(Include justification for need of equipment)
<b>Other</b> (be specific)	Total Amount: \$	(Include justification for need of other)
<b>Total Amount:</b>	<b>\$900,000</b>	

**Attachment B: Work Plan Template**

<b>Milestones/Tasks</b>	<b>Party Responsible</b>	<b>Start Date (Month/Year)</b>	<b>Finish Date (Month/Year)</b>

**Attachment C: Attestation of Priority Areas**

**ATTESTATION OF PRIORITY AREAS**  
**Office of the State Superintendent of Education**

☐ **QRIS2016: QUALITY FACILITATORS FOR THE ENHANCED QUALITY RATING AND IMPROVEMENT SYSTEM (QRIS)**

- ☐ In accordance with the Child Care Development Fund Act of 2014, priority for the **QUALITY FACILITATORS FOR THE ENHANCED QUALITY RATING AND IMPROVEMENT SYSTEM (QRIS)** will be given to organization(s) that demonstrate an ability to establish and sustain the following components: (1) meeting the Quality Facilitator criteria, (2) providing targeted supports for early care and education providers that includes the development and implementation of the CQI Plan, individualized coaching service model, technical assistance, professional development, and (3) ongoing collaboration with DEL units.

Please have the Executive Board involved in the eligible organization sign below to attest to the organization's status in regard to the mission statement that reflects the organization's priority areas justification that supports the application.

Administrator Name: \_\_\_\_\_

Title: \_\_\_\_\_

Administrator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Attachment D: Assurances**

**ASSURANCES**  
**Office of the State Superintendent of Education**  
**QUALITY FACILITATORS FOR THE ENHANCED QUALITY RATING AND IMPROVEMENT SYSTEM (QRIS)**

**QRIS2016**

The duly authorized officer of the applicant, the truth of which is sworn or attested to by the applicant, and signed in the presence of a notary public, must sign this document.

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Name of Applicant Organization: \_\_\_\_\_

Address of Applicant Organization: \_\_\_\_\_

Telephone Number of Applicant Organization: \_\_\_\_\_

Email Address of Named Person Above: \_\_\_\_\_

**We hereby attest the following:**

1. We are able to maintain adequate files and records and can and will meet all grant reporting requirements;
2. Our fiscal records are kept in accordance with Generally Accepted Accounting Principles (GAAP) and account for all funds, tangible assets, revenue, and expenditures whatsoever; that all fiscal records are accurate, complete and current at all times; and we give the sponsoring agency through any authorized representative, the right to audit and inspect all records, books, papers, or documents related to the grant;
3. We are current on payment on all federal and District taxes, including Unemployment Insurance taxes and Workers' Compensating premiums. (Except for public or charter schools, this statement of certification shall be accompanied by a Certificate of Good Standing from the District of Columbia Office of Tax & Revenue (OTR) stating that the entity has complied with the filing requirements of District of Columbia tax laws and has paid taxes due to the District of Columbia, or is in compliance with any payment agreement with OTR);
4. We have demonstrated administrative and financial capability to provide and manage the proposed services and ensure an adequate administrative performance and audit trail;
5. If required by the grant making Agency, we are able to secure a matching amount not less than the total amount of the funds awarded, against losses of money and other property caused by fraudulent or dishonest acts committed by any employee, board member, officer, partner, shareholder, or trainee;
6. We are not proposed for debarment or suspension or presently debarred or suspended as a result of any actions by the District of Columbia Contract Appeals Board, the Office of Contracting and Procurement, or any other District contract regulating Agency;

7. We have the financial resources and technical expertise necessary for the production, construction, equipment and facilities adequate to perform the grant or sub grant, or the ability to obtain them;
8. We will ensure that the facilities under our organization's ownership, lease or supervision, which shall be utilized in the accomplishment of the project are compliant with all District statutes, codes, and regulations;
9. If required by The Healthy Schools Act of 2010 (HAS) (D.C. Law 18-209), our organization is in compliance of all of the requirements of this Act;
10. We know and understand that awarded funds shall be used to support the organization's functions and activities needed to address the requirements of this grant. The funds may not be transferred outside of, or within the organization, for any unrelated purpose;
11. We will establish safeguards to prohibit employees from using their positions for a purpose that is or gives the appearance of being motivated by a desire for private gain for themselves or others, particularly with whom they have family, business, or other ties;
12. We agree to indemnify, defend and hold harmless the Government of the District of Columbia and its authorized officers, employees, agents, and volunteers from any and all claims, actions, losses, damages, and/or liability arising out of this grant, or sub grant from any cause whatsoever, including the acts, errors, or omissions, of any person and for any costs or expenses incurred by the District on account of any claim therefore, except where such indemnification is prohibited by law;
13. We will provide a sworn written statement by the applicant attesting to the truth whether the applicant, its officers, partners, principals, members associates, or key employees, within the last three years, has been indicted or had charges brought against them (if still pending) and/or been convicted of (a) any crime or offense arising directly or indirectly from the conduct of the applicant's organization or (b) any crime or offense involving financial misconduct or fraud, or been the subject of legal proceedings arising directly from the provision of services by the organization. If the response is in the affirmative, the applicant shall fully describe any such indictments, charges, convictions, or legal proceedings (and the status and disposition thereof) and surrounding circumstances in writing and provide documentation of the circumstances.

---

**Authorized Representative Signature and Title**

---

**Date**

---

**Notary**

---

**Date**



**Attachment E: Applicant Acknowledgement of Compliance with Applicable District and Federal Status and Regulations**

**APPLICANT ACKNOWLEDGEMENT OF COMPLIANCE WITH APPLICABLE DISTRICT AND FEDERAL STATUTES AND REGULATIONS**

The applicant shall comply with all applicable District and Federal Statutes and Regulations not limited to those below:

1. The Americans with Disabilities Act of 1990, Pub. L. 101-336, July 26, 1990, 104 Stat. 327 (42 U.S.C. 12101 et seq.)
2. The Rehabilitation Act of 1973, Pub. L. 93-112, Sept. 26, 1973, 87 Stat. 355 (29 U.S. C. 701 et seq.)
3. The Hatch Act, Chap. 314, 24 Stat. 440 (7 U.S.C. 361a et seq.)
4. The Fair Labor Standards Act, Chap 676, 52 Stat, 1060 (29 U.S.C. 201 et seq.)
5. The Clean Air Act (Sub grants over 41000, 000) pub. L. 108-201, February 24, 2004, (42 U.S.C. Chap 85et seq.)
6. The Hobbs Act (Anti-Corruption), Chap 537, 60 St. 420 (see 18 U.S.C. § 1951)
7. Equal Pay Act of 1963, Pub. L. 88-38, June 10, 1963, 77 Stat. 56 (29 U.S.C. 201)
8. Age Discrimination Act of 1975, Pub. L. 94-135, Nov. 28, 1975, 89 Stat. 728 (42 U.S.C. 6101 et seq.)
9. Age Discrimination in Employment Act, Pub. L. 90-202, Dec. 15, 1967, 81 Stat. 602 (29 U.S.C. 621 et seq.)
10. The Military Selective Service Act of 1973
11. Title IX of the Education Amendments of 1972, Pub. L. 92-318, June 23, 1972, 86 Stat. 235, (20 U.S.C. 1001)
12. The Immigration Reform and Control Act of 1986, Pub. L. 99-603, Nov 6, 1986, 100 Stat. 3359, (8 U.S.C. 1101)
13. Executive Order 12459 (Debarment, Suspension and Exclusion)
14. The Medical Leave Act of 1993, Pub. L. 103-3, Feb. 5, 1993, 107 Stat. 6 (5 U.S.C. 6381 et seq.)
15. The Drug Free Workplace Act of 1988, Pub. L. 100-690, 102 Stat. 4304 (41 U.S.C. 701 et seq.)
16. Assurance of Nondiscrimination and Equal Opportunity as found in 29 CFR 34.20
17. The District of Columbia Human Rights Act of 1977, D.C. Official Code § 2-1401.01
18. Title VI of the Civil Rights Act of 1964
19. The District of Columbia Language Access Act of 2004, DC Law 15 -414, (D.C. Official Code § 2-1931 et seq.)
20. Lobbying Disclosure Act of 1995, Pub. L. 104-65, Dec 19, 1995, 109 Stat. 693, (31 U.S.C. 1352)
21. The Individuals with Disabilities Education Act of 2004 (IDEA), 20 USC 1400 ET seq.

**As the duly authorized representative of the applicant, I hereby assure that the applicant shall comply with the above laws.**

---

**Authorized Representative Signature and Title**

---

**Date**